DOCUMENT RESUME

ED 221 666 CE 033 370

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TITLE	Linking Education and Employability Skills: Some Initial Findings from Experiential Learning Programs for Economically Disadvantaged Youth.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	81
GRANT	NIE-G-78-0206
NOTE	66p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Career Education; Career Exploration; *Demonstration Programs; *Disadvantaged Youth; Employment Potential; Employment Programs; *Experiential Learning; Federal Programs; Institutional Cooperation; Job Development; Job Placement; Job Skills; Postsecondary Education; Secondary Education; Sex Stereotypes; Staff Development; Student Recruitment
IDENTIFIERS	*Comprehensive Employment and Training Act; *Experience Based Career Education

ABSTRACT

This guide, based on experiences in five Youth Employment and Demonstration Projects Act (YEDPA) programs, is designed to show teachers, school administrators, job training and placement personnel and others how the experiential learning techniques of Experience-Based Career Education (EBCE) are being successfully adapted to meet the needs of programs for both in-school and out-of-school disadvantaged youth. To help schools design and operate more effective youth employability programs through the use of EBCE strategies, the guide has four main purposes: (1) to identify and define some major issues that influence program success; (2) to share some ideas from around the country; (3) to alert readers to some potential problems; and (4) to offer some suggestions and potential solutions. The first section of the guide describes five projects with EBCE and Comprehensive Employment and Training Act (CETA) connections. Based on these 5 projects, 13 issues are identified and explored in the second section of the report. These issues are collaboration, career awareness, job exploration, sex-role stereotyping, career development plans, academic credit, community involvement, survival skills, employer recruitment and development, student recruitment, staffing, staff development, and increasing institutional commitment. Each issue is defined; what is being done in the various projects is described; and what has been learned, including barriers and recommendations, are provided. The appendix contains information and forms for use in EBCE programs. (KC)

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Linking Education and Employability Skills:

Some Initial Findings from Experiential Learning Programs for Economically Disadvantaged Youth

prepared by Andrea Hunter

Submitted to the
National Institute of Education
of the
U.S. Department of Education

Grant No. NIE -G-78-0206

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Among the program's objectives are these:

- To identify, develop and adapt proven educational strategies to increase employability--particularly for persons faced with unusual transition and equity problems, such as disadvantaged youth, migrants, young women and mid-career adults
- To conduct research on the characteristics of successful experiential programs
- To provide training in (1) how to establish effective career education and school to work programs, using community resources and (2) how to improve collaboration among education agencies, CETA, business, labor and the community
- To develop user-oriented manuals and handbooks that are based on promising practices in the field
- To provide evaluation and technical assistance

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This report is produced by the Northwest Regional Educational Laboratory, a private nonprofit corporation. The work contained herein has been developed pursuant to Grant NIE-G-78-0206 with the National Institute of Education, Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the Institute should be inferred.

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Acknowledgments

The findings in this booklet are the result of program operators' willingness to discuss without hesitation the successes and problems of their programs while continuing to meet the daily challenges of working with their young participants. Special appreciation is extended to Dennis Tallon, Ira Warnick, Charles Calica, Art Tassie, Carol Matarazzo, Paul Erickson, Larry Denny and Harry Bosk. The personal quality of their contributions and their readiness to reflect and critique makes this a practical guide rather than a theoretical paper. Essential assistance in writing and producing this booklet was given by Rosalind Hamar, Greg Druian, Larry McClure, Charline Nemeth and Nancy Carter. Rex Hagans has been a consistent source of conceptual guidance and personal support.

Introduction

Economically disadvantaged young people today are offered employment and employability programs by their local school systems (LEA) as well as by their local Comprehensive Employment and Training Act (CETA) Prime Sponsor. Both systems recognize the need for integrating career planning and work experience with basic and academic skill development, knowing that separation of education and work will not result in the skills necessary for lifelong career planning. Our challenge as educators is clear: how to most effectively help economically disadvantaged youth PLAN for careers, CHOOSE jobs, and COPE with a fluctuating labor market in rapidly changing times.

Our concerns are pressing and varied:

- How do we help a young woman who is a high school senior with only part-time sales experience, who has a one-year-old son, and who wonders how she will make ends meet after graduation?
- How do we help students understand that a large percentage of jobs we train for today may not exist 20 years from now, and thus career decision making is a lifelong process?
- How do we increase occupational awareness for young women who want to be nurses but could be doctors, who want to be models but could be designers, who want to be legal secretaries but could be lawyers?
- How do we make youth aware that nine out of ten women will work for 25-30 years of their lives and that the role of full-time homemaker is nearly obsolete?
- How do we recruit and help a mechanic to host a young person on the work site, knowing that the mechanic's immediate production rate and income is a higher priority than training a youth who may or may not be a future employee?
- How do we design learning activities that are job-related, motivating and that merit academic credit, for both in-school and out-of-school youth?

This guide will show how the experiential learning techniques of Experience-Based Career Education (EBCE) are being successfully adapted to meet these challenges. Although most of the programs described here began under the Youth Employment and Demonstration Projects Act (YEDPA), the ideas and solutions are equally applicable to any program that stresses youth employment and employability. The essential ingredients are neither the funding sources nor the bureaucratic structures, but the common goals and strategies used to increase youth employability.

Genesis of Our Approach

Why EBCE? After close to nine years of development, evaluation and dissemination, EBCE has become a nationally recognized model of career development for high school youth. This is evidenced by increasing financial support from national agencies: National Institute of Education (NIE), U.S. Office of Education (USOE), Department of Labor (DOL). (See EBCE Timeline, Appendix B.) The concepts were initially developed, tested and documented over a three-year period in collaboration with the Tigard (OR) Public Schools. Based on successful evaluations, EBCE was recommended by USOE for

Vocational Education Act Part D programs in 1976; through this effort, NWREL offered training and technical assistance to 48 programs in 27 states. Upon the passage of YEDPA, it became apparent that YEDPA goals and EBCE strategies could produce a happy marriage with minimal matchmaking.

Details on CETA youth legislation can be found in many sources, but a general summary of some of its aims and intents will help clarify ways the CETA/LEA connection can be strengthened by using EBCE techniques. CETA youth programs speak to the following goals:

- Immediate impact on youth employment in both the public and private sector
- Increased employability skills
- Strengthened collaborative efforts between LEAs, unions, youth employment and training programs, the business community and community-based organizations (CBOs)
- Increased access to occupational information
- Structured and meaningful work experience with related educational curriculum and academic credit
- Individualized career development planning

The EBCE programs in this guide encompass all of the above aims as they:

- Integrate learning and working by teaching job-related basic skills
- Emphasize lifelong career planning in addition to job acquisition
- Teach work values through short-term career explorations and work experience
- Involve the private sector, unions and the local community in program planning and operation
- Motivate youth by structuring successful experiences on an individualized basis
- Teach employability and specific job skills, as well as skills required for independent living
- Establish a system of accountability with specified performance standards

What's in This Guide

To help schools design and operate more effective youth employability programs through the use of EBCE strategies, this guide has four main purposes:

1. To identify and define some major issues that influence program success
2. To share some ideas from programs around the country
3. To alert readers to some potential problems
4. To offer some suggestions and potential solutions

The focus is on selected issues that are crucial to both school-based and CETA-based programs, some of which include out-of-school youth in addition to those still enrolled in school. Each issue will be discussed from four angles:

- What it is... a brief definition of the issue and its implications

- What is being done... some experiences and activities from operating youth employability programs

- What we're learning...

  Barriers... a few of the problems encountered during the early months of program operation

  Insights/Recommendations... insights to overcoming barriers and recommendations about techniques that program planners and operators have found helpful

Information within each issue is an outcome of NWREL assistance to programs that are adopting and adapting EBCE processes and strategies for economically disadvantaged youth. This assistance includes program planning, staff training, ongoing technical assistance, regular consultations and materials development. The programs vary from a full-time program through which students receive academic credit to sites that are adapting only certain EBCE strategies to supplement other ongoing program activities. In each case, there is flexible adaptation without losing sight of the essential characteristics of EBCE. (See Appendix C for a list of the EBCE Essential Characteristics.)

The material presented in this guide reflects not a comprehensive survey of youth employability program using EBCE, but closely monitored professional working relationships with a selected number of programs. The "What We're Learning" sections are based on conversations and observations about what's working and what's not working, and why. They are not meant to be policy statements or prescriptive. The degree of applicability will depend upon local program variables; some are site-specific and some are common across all youth employability programs.

Who Can Use This Guide?

The practical focus of this guide should help those who are: 1) planners and designers of youth programs; 2) school staff offering direct services to youth (employability/employment/related curriculum); 3) CETA youth staff; and 4) policy makers who are concerned with having policy be a direct response to the needs of youth.

Among the many titles you may hold are:

- Superintendent
- Principal
- School board member
- Work experience coordinator
- Career counselor
- Employment specialist
- Youth coordinator/planner
- Vocational education teacher
- Job service counselor
- Learning manager/coordinator
- Placement coordinator
- Career education teacher
- Career resource center aide

These titles accompany roles in a variety of institutions: public and

private, urban and rural, federal and local, employment and education, traditional and alternative, residential and nonresidential. Many of these institutions have widely different systems of planning schedules, fiscal years, vocabularies, operating procedures and reporting requirements.

The youth we serve represent a society still plagued by inequities: economically disadvantaged, academically disadvantaged, mobile migrant, underemployed and unemployed Native American and other minority youth, and young women bound by stereotypes. These roles, institutions, systems and youth may appear worlds apart, but these differences need to be recognized and accepted if we are to join forces to create a nation of youth who have the employability skills to survive as independent adults.

Some EBCE/CETA Connections

The following programs use experiential learning strategies and are cited as examples of "what's being done" in each of the issues in this guide:

1. Warm Springs Career Exploration Project (WSCEP)
   Warm Springs Indian Reservation, OR

2. Harbor City Learning--EBCE (HCL)
   Baltimore, MD

3. Career Development and Training Center (CDTC)
   Upland, PA

4. Women In Nontraditional Careers (WINC)
   Portland, OR

5. Portland Job Corps Center (PJCC)
   Portland, OR

These programs embody two distinct connections that create a common bond:

1. Each program accepts as its main challenge the task of helping young people formulate healthy career decisions and acquire needed employability skills.

2. Each program uses Experience-Based Career Education as a means to achieve this challenge.

Each of the programs described here uses EBCE in different ways, which illustrates the adaptability and flexibility of EBCE strategies of management, organizational structure and employer and community relations. Because it isn't possible here to give extensive and colorful descriptions of all of the creative and

successful features of these programs that could be helpful to others, we will offer some vital data and let the flavor emerge through the "what's being done" section of each issue. (The contact person and address for each program is listed in Appendix F.)

Warm Springs Career Exploration Project (WSCEP)

WSCEP is operated by the Confederated Tribes of the Warm Springs Reservation of Oregon under a contract with the Department of Labor. WSCEP addresses a critical issue facing policymakers in Indian education and employment today: how to prepare Indian youth for economic self-sufficiency and upward mobility both on and off the reservation. In addition, WSCEP encourages Indian youth to consider and prepare for the many employment opportunities on the Warm Springs Reservation, including management positions, most of which are now held by non-Indians.

In order to help their youth make the transitions between education and work, and reservation and nonreservation cultures, the Confederated Tribes chose to model WSCEP on NWREL's EBCE program. This decision was based on an extensive 1978 Educational Needs Assessment that identified the need for a more relevant school curriculum and closer ties between a student's experiences in school and the reservation's growing economic development. Statistically, a disturbingly large number of Indian youth who enter the ninth grade will never complete high school. WSCEP hopes to motivate these youth to remain in school and acquire essential career skills.

The students being served by this program have several different opportunities open to them: full-time participation resulting in a Madras High School (MHS) Diploma, half-time MHS and half-time WSCEP, part-time WSCEP working toward a GED Certificate, or limited transition services such as career and academic counseling, basic skills, adult survival skills, occupational and labor market information. All students engage in community-based career explorations and most engage in paid work experience that is monitored as part of the WSCEP curriculum.

Harbor City Learning--EBCE

Harbor City Learning (HCL) is an alternative education program operated by the Mayor's Office of Manpower Resources (MOMR) in cooperation with the Baltimore (MD) City Public Schools. HCL has five clusters, all of which focus on work-related education and the transition from school to work. (In addition to the Experience-Based Career Education cluster, the HCL includes a One Parent Infant Center, a Comprehensive Office Laboratory Program, a Learning Laboratory and a GED test preparation program.) Based on its successful experiences with inner-city Baltimore youth, HCL is planning a second EBCE program.

Overall goals of HCL are:

1. To stimulate motivation for continued learning and acquisition of job skills for dropouts and potential dropouts

2. To promote educational achievement and positive work experience

3. To encourage socialization to occupational norms and expectations

4. To insure knowledge of vocational opportunities and career exploration

This program implements all of the EBCE Essential Characteristics listed in Appendix C. Students receive academic credit in math, science, English (Written English Proficiency Test) and social studies, as well as master the skills required to pass the Proficiency Reading examination and the Maryland State Functional Reading Test. All of these subjects are taught with a career-related thrust by certified teachers with academic backgrounds and a commitment to experiential career education. Along with the academic courses and the work experience, the students also complete learning projects with activities related to their job sites, acquire 13 survival skills (see Appendix D) and keep weekly written journals. All of this is done on an individualized and prescriptive basis with careful accountability and monitoring by the staff. The unique combination of teacher skills along with Cluster Coordinator leadership and effective Public Schools/MOMR collaboration results in highly positive outcomes for youth and well deserved national recognition.

Career Development and Training Center (CDTC)

CDTC combines EBCE with a vocational skill training component for both in-school and out-of-school youth. It operates out of a large industrial site in Upland, PA under a collaborative YETP agreement between the Delaware County Intermediate Unit (DCIU) and the Delaware County Manpower Office. CDTC began in 1978 with a staff of eight and has since expanded to a staff of 24. The EBCE component and the skill training component now serve additional high schools while doing its own recruiting, intake and referral, in cooperation with county and state agencies.

Rather than offering EBCE and vocational skill training simultaneously, CDTC treats them as separate, yet complementary components. During the first year of operation CDTC found that some out-of-school youth being referred to the skill training were "professional training program clients" and were not enrolled because of a desire to learn a particular skill. To correct this situation, CDTC began doing its own recruiting and began to use EBCE as a decision-making and exploration prelude to placement in skill training. The EBCE component offers career counseling, vocational exploration, occupational information and career seminars to participants who are waiting for a skill training opening and to those who are in EBCE full-time. Because CDTC serves both in-school and out-of-school youth, some receive academic credit toward graduation while others move directly to unsubsidized employment.

One of the unique features of this program has been the participation of a school psychologist from the DCIU Special Education Department. This has provided the entire staff with valuable training and assistance in developing the skills to deliver integrated career, academic and personal counseling. While most programs do not have the benefit of such a staff member, CDTC is an example of how important and accessible this kind of staff development can be.

CDTC includes the EBCE Essential Characteristics listed in Appendix C. The program teaches career development and increases motivation by personalizing the processes of assessment, prescription, negotiation and

evaluation. Each student has an individualized plan that is implemented through short-term vocational exploration, actual work experience, acquisition of adult survival skills and seminars on nontraditional career opportunities, job discrimination and other related topics. Career journals, counseling sessions and learning projects that integrate academic subject areas with basic skills development and career planning are also part of each student's plan. All of these activities reinforce daily job site experiences so the youth experience daily success and maximize future employablity.

Much of CDTC's success can be attributed to a very positive attitude toward the community, staff's openness to learning from one another, performance standards that demand strict but reachable challenges, strong administrative leadership and continuous staff development activities.

Portland Job Corps Center (PJCC)

Portland (OR) Job Corps Center, one of many similar programs throughout the country, provides residential job training and basic education to low-income youth ages 16-22. About 290 students are enrolled at one time and the Center operates out of two facilities: one in the central downtown and one in a rural community located about 20 miles east of the city. The program was operated for 10 years by the Portland Public School District and is now operated by RCA Service Corporation.

The mission of the program is to assist low-income youth with career decision making and acquisition of basic skills and job skills. EBCE program components offer several clear advantages to the Job Corps program in terms of increased motivation, reality-based career decision making and experiential acquisition of work-readiness skills and life-survival skills. In considering integration of NWREL's model of EBCE into the existing Job Corp program, two field tests are being conducted. One involves adaptation of EBCE Survival Skills, (see Appendix D) into the PJCC World of Work course required of all entering corpsmembers.

The other involves the Agri-Business Vocational Skill Program. Staff are utilizing the EBCE Exploration Guide (available from NWREL as the Student Record of Community Exploration, see Appendix G for ordering) for a mid-training "reality test" of students' commitment to working in the field for which they are being trained.

Women In Nontraditional Careers (WINC)

WINC is a collaborative effort between NWREL, the Portland Public Schools (PPS) and the City of Portland Human Resources Bureau (CETA Prime Sponsor); it operates within the existing PPS career education program and is sponsored by the Women's Bureau of the Department of Labor.

WINC's young women participants--CETA-eligible high school juniors and seniors--explore the benefits and challenges of nontraditional careers so they can make informed and realistic decisions as they plan their lives in the work force. The program serves students who plan to take a job after graduation as well as those who plan to go on for further education or training. WINC enables young women to learn about themselves, plan for a career, explore nontraditional careers and share their experiences with peers and role models.

A major component of WINC is staff development so that PPS can continue to offer sex-fair career counseling services beyond the period of DOL support. WINC has prepared and delivered staff inservice workshops for work experience coordinators, career education staff, counselors and teachers. Workshop topics include: sex-stereotyping and the implications of Title IX, sex-fair counseling and use of curriculum materials, community-based learning strategies and integrating careers and other life roles. WINC has also designed a class for the PPS curriculum and has trained staff to teach the class.

EBCE concepts are an integral part of WINC. The young women receive individualized career development planning with a focus on community-based exploration of nontraditional careers. Heavy use of community resources is intrinsic to WINC's success:

- Women mentors offer seminars, workshops and individual counseling.
- Community leaders serve as part of an active advisory council.
- Public and private industry provide opportunities for the young women to explore nontraditional jobs.
- Employers and community resource people participate in staff development and teacher inservice sessions.

The following WINC Instructional Materials have been produced:

WINC Curriculum
WINC Exploration Guide
WINC Journal
VISIONS: Portraits of Women In Nontraditional Careers

ISSUES:

Collaboration
Career Awareness
Job Exploration
Sex Role Stereotyping
Career Development Plans
Academic Credit
Community Involvement
Survival Skills
Employer Recruitment and Development
Student Recruitment
Staffing
Staff Development
Increasing Institutional Commitment

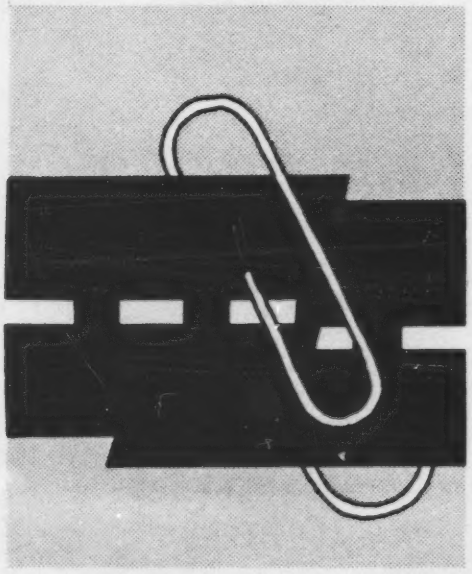
ISSUE: COLLABORATION

What it is...

Collaboration is a fundamental process; it brings together institutions in a coordinated effort to meet common goals and objectives. It requires the education system and representatives of the local community to share a commitment and responsibility to increase employability for disadvantaged youth. This kind of collaboration is particularly crucial as EBCE is adapted to meet the needs of disadvantaged youth.

Recent federal legislation requires collaboration between school districts (LEAs) and CETA prime sponsors (sometimes including various community-based organizations (CBOs)). One effect of this mandate is that LEAs and CETA prime sponsors have an equally shared influence on employment and training programs for disadvantaged youth.

Nonetheless, the formally required CETA/LEA Agreements have not emerged with ease. Problems of communications, scheduling and "turf" must be overcome. Effective collaboration is taking place among prime sponsors, LEAs and CBOs who voluntarily articulate common goals, share decision making, share funding and standardize procedures for interagency communication. The reciprocity that results from collaborative efforts benefits all involved agencies, institutions and businesses; most importantly, it enables better delivery of services to young people.



What is being done...

* WINC illustrates a successful collaborative effort by the Portland Public Schools, the City of Portland and NWREL to provide a wide range of services, including direct service to youth, staff training and curriculum development.

* The Confederated Tribes of Warm Springs and the nearby Jefferson County School District have negotiated an agreement to award a Madras High School diploma to Native American youth who satisfy requirements of the Warm Springs Career Exploration Project (WSCEP) which is operated on the reservation.

* Harbor City Learning (HCL) EBCE relies heavily on consistent teaming of a CETA-funded site coordinator and a LEA-funded curriculum coordinator to design job-related curriculum and to assure curriculum-related work experience.

What we're learning...

Barriers

* Federal mandate can be perceived negatively and may be less likely than a grass roots effort to result in successful and lasting collaboration .

* Educators and youth employment organizations have different vocabularies, fiscal year schedules, and professional priorities which can make collaboration difficult.

* Educators and youth service staff may perceive themselves as providing overlapping services to youth, which can result in professional jealousy and less integrated services to youth.

Insights/Recommendations

* Chances of success are greatest when each collaborating agency appoints a coordinator who assumes formal responsibility for success of a project.

* Jointly planned staff development and training will increase each institution's participation and ownership.

* Recognizing and acknowledging the procedures and strategies used by other agencies creates a foundation of mutual respect and a willingness to learn from each other.

* Keep all staff informed about current programs, including information about legislation, national trends and successful changes that have resulted from collaboration.

* Continuously let frustrations surface to facilitate smooth interagency relationships and to re-emphasize mutual goals.

ISSUE: CAREER AWARENESS

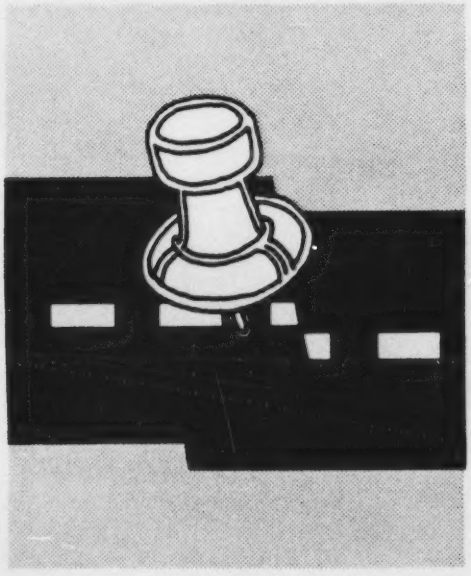
What it is...

Most young people begin their job searches with television images of the glamorous and rich life, and with inadequate self-knowledge or self-esteem. Career awareness begins with youth discovering their interests and talents, finding out what jobs are available that relate to these interests and talents, and learning how to seek and prepare for those jobs. They do not realize that many existing jobs may not be available five, ten or 15 years from now. For these reasons, increased self-awareness and labor market information is crucial, especially for youth who begin with an economic disadvantage.

Of the "transition services" offered by most employability programs, at least four speak directly to the need for greater career awareness:

1. Career counseling and occupational information
2. Provision of labor market information
3. Job sampling, including vocational exploration in the private and public sector
4. Assistance in overcoming sex stereotyping in job development, placement and counseling

EBCE programs provide these transition services for young people experientially and in supportive work placements. One of the most effective EBCE strategies for simultaneously increasing self-esteem and career awareness is to place a student in a structured and monitored one-to-one relationship with an employer. Young people emerge from such experiences with a sense of having accomplished something important, a taste of reality, access to information and a sense of confidence and success. In addition, EBCE staff design individualized learning activities, called projects, that guide young people to focus on and draw meaning from their experiences.



What is being done...

* The computerized Oregon Career Information System (CIS) is being tailored to include jobs on the Warm Springs Reservation so WSCEP students can make decisions based on local, current information.

* WINC provides an annual weekend and other ongoing pre-employment training seminars to help participants clarify career goals and gather information from successful women working in nontraditional careers.

* The Portland Public Schools Career Development Plan (CDP) (see Appendix E) enables the counselor to assess a student's level of career awareness before arranging a work experience. This increases the liklihood of a job placement that is meaningful for the youth.

What we're learning...

Barriers

* The media often reflect social values that give youth messages detrimental to the development of realistic and nonstereotyped job choices.

* Teacher and counselor knowledge of the wide range of job opportunities is often limited due to classroom separation from the business community.

* Career awareness is most effectively increased in nonclassroom settings that require flexible time frames, often not compatible with traditional school schedules.

* When career awareness is taught only in traditional academic settings, kids who turn off to school may be denied important and fulfilling work experiences.

Insights/Recommendations

* As schools assume increased responsibility for teaching employability, teachers and counselors should spend time in the business community to expand their own career awareness.

* Begin career awareness planning with youth "where they are," rather than where you think they "ought to be."

* For maximum effect, integrate career awareness with other academic activities and related survival skills.

* Provide good role models. This can be one of the most meaningful factors leading to growth in personal career awareness.

* Encourage and help employers and community volunteers to be resources and instructors in ways more personalized than traditional field trips and/or lecturers.

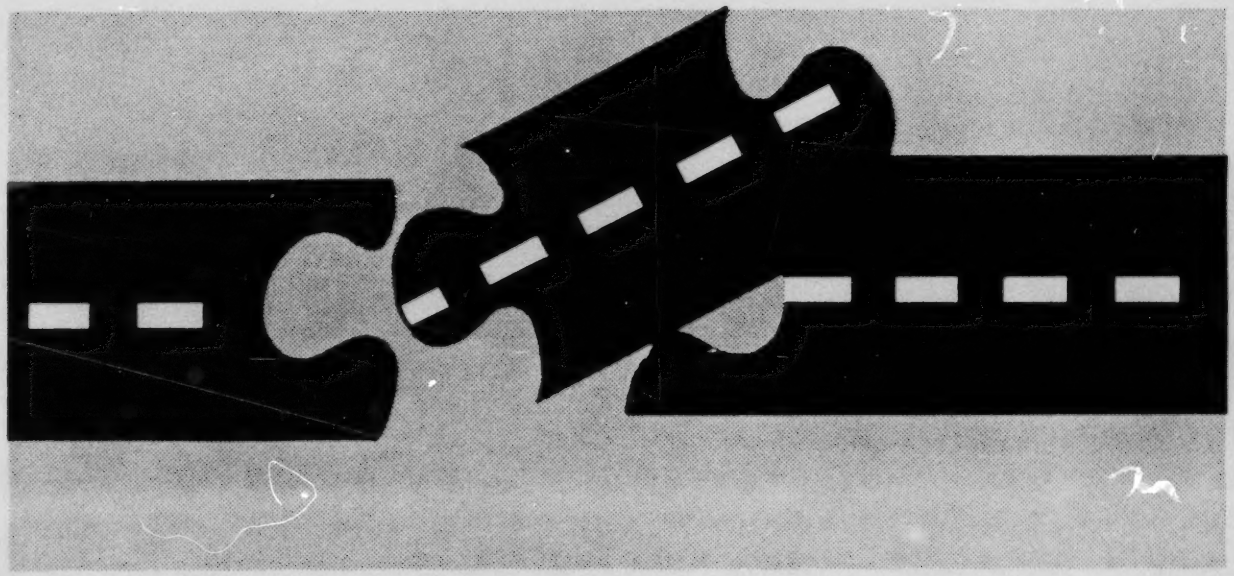
ISSUE: JOB EXPLORATION

What it is...

One of the current transition services calls for "job sampling, including vocational exploration in the public and private sector," which advocates job explorations for young people whose first-hand experiences with the world of work may be extremely limited. A lasting benefit of job explorations is that students independently learn to extract meaning from their experiences. This is a useful and transferable skill that facilitates learning about one's self, the job market and career planning for jobs ranging from entry-level to professional management. Job exploration, a low risk prelude to job placement, is an immediate as well as a lifelong learning tool.

Individually tailored job explorations are the heart of EBCE programs for economically disadvantaged youth. In these explorations of approximately three to five days, students are guided to acquire knowledge and experience in a variety of community work settings. They may then be able to seek jobs which are congruent with their interests and with goals that grow out of the exploration process.

By using a structured guide (see Appendix G) accompanied by a reflective discussion either individually or in groups, youth benefit from the meaning of the experience. This "meaning-making" is a result of careful and ongoing dialogue between the student, the counselor and the employer/community resource person.



What is being done...

* CDTC uses the job exploration component of EBCE as an assessment process for out-of-school youth who want to choose one of the CDTC skill training areas.

* WSCEP cooperates with tribal enterprises to arrange reservation-based job explorations so that graduates will know what jobs are available on the reservation, which ones they are interested in and how to prepare for them.

* WINC finds that young high school women are excited about working in nontraditional jobs after actually spending time with a woman mentor, whereas interest was minimal before the exploration.

* PJCC Agri-Business is using the structured EBCE Exploration Guide to do a mid-training assessment of a corpsmember's vocational choice and progress.

What we're learning...

Barriers

* Within a traditional school setting, it can be difficult to arrange job explorations without disrupting regular class schedules.

* Staff may fear that recruiting and maintaining job sites is too time consuming.

* Youth in need of immediate income may be more willing to explore new jobs and skills if the learning situation accompanies an actual job.

Insights/Recommendations

* Successful and short explorations will provide youth with personal confidence they need to accept challenges and make commitments to employment.

* Explorations provide occupational information that is critical for realistic job chores.

* Teachers operating on a regular school schedule can provide useful input for recruiting job sites and matching them to students' skills and interests.

* Careful assignment of one staff person to handle the job development and maintenance area can result in coordinated use of the community for job explorations.

* Exploring jobs in a one-to-one relationship with an employer motivates youth to see a need for basic skill development.

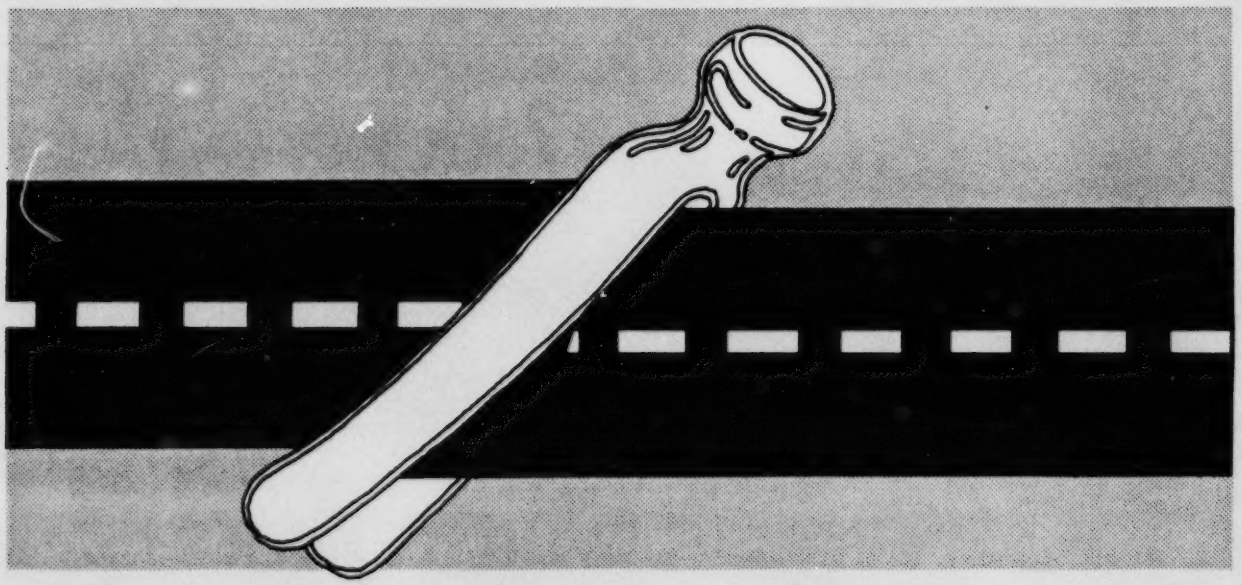
* Community-based job explorations increase active participation by the private sector.

ISSUE: SEX ROLE STEREOTYPING

What it is...

Sex segregation in the job market has its most profound economic impact on young women, since women traditionally have been employed in a limited number of low-paying fields with little opportunity for upward mobility. Youth unemployment is highest among minority females, making this issue especially critical to economically disadvantaged youth. From a broader perspective, sex role stereotyping limits the occupational choices of men as well as women, and perpetuates a situation where youth are not prepared realistically for the current and forecasted changing demands of family and work. This issue is so pervasive and yet so subtle that it must be addressed directly and repeatedly in all employability programs. Such efforts are included in recent youth employment legislation; e.g., transition services call for reduction of sex role stereotyping in job placement and the DOL Women's Bureau funds projects with nontraditional job search and preparation as the primary program focus.

The challenge, then, is to design effective ways to reduce stereotyped attitudes and to design creative ways to interest young men and women, their parents and their communities in seeking, providing and supporting new job roles.



SEX ROLE STEREOTYPING

What is being done...

* WINC participants, as well as teaching and counseling staff from Portland Public Schools, participate in activities such as full-day workshops, weekend pre-employment training sessions and individualized explorations that teach skills to combat job-related, sex role stereotyping.

* Portland high schools that were not able to participate in WINC are now using traditional ways to expose youth to nontraditional career choices: assemblies, career fairs, explorations, teacher inservice.

* WSCEP encourages young women to explore management positions in tribal enterprises.

What we're learning...

Barriers

* Youth have limited awareness of the job market, which restricts their consideration of non-traditional job preparation/ training.

* Social and cultural messages reinforce the old stereotyped attitudes.

* Many young women do not see the necessity of considering nontraditional fields until they encounter a financial crisis which cannot be handled by their traditional job earning ability.

Insights/Recommendations

* Involve employers as well as staff from all collaborating agencies in creating strategies for overcoming sex role stereotyping so they all will assume ownership of the effort.

* As youth explore and consider non-traditional jobs, provide consistent support and reinforcement through mentor relationships, peer and parent support groups, buddy systems, group sharing sessions and opportunities to discuss issues with sucessful role models.

* Role models are crucial; develop a resource bank of community people (including parents) in nontraditional jobs, who are willing to work with youth.

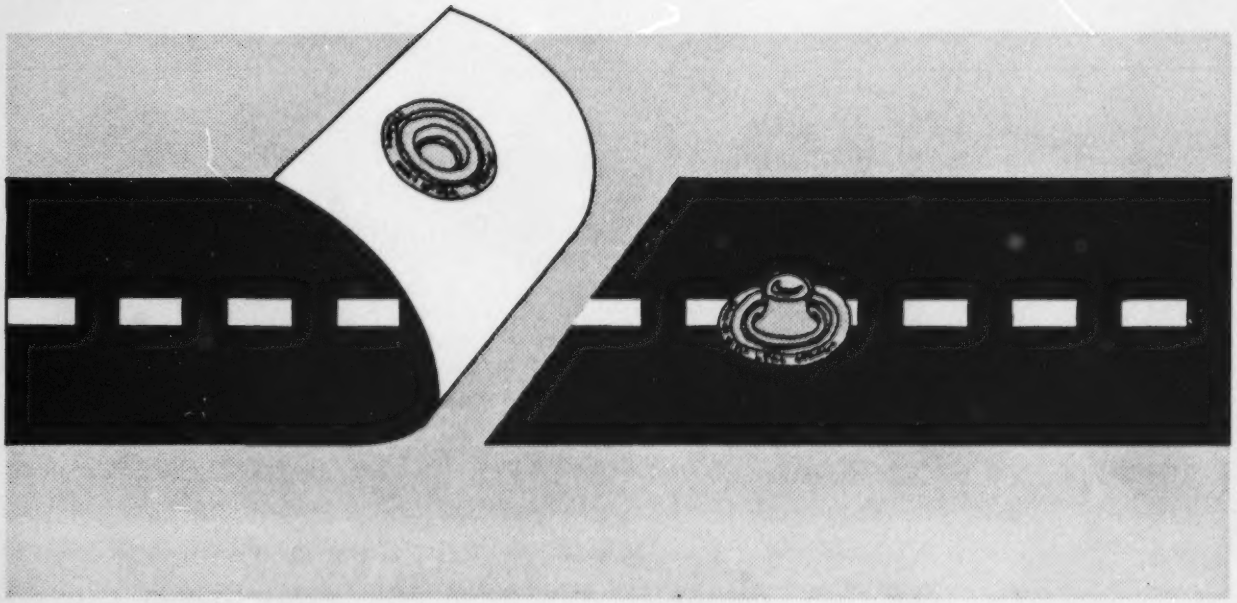
* Provide information and awareness sessions for parents and administrators to reinforce efforts to change attitudes and provide sex-fair career choices.

* Nontraditional jobs should be presented as an opportunity available to everyone, rather than a goal that everyone should seek.

ISSUE: CAREER DEVELOPMENT PLANS

What it is...

Youth employment programs are increasing emphasis on the development of "employability skills" as well as immediate employment, and on the quality coordination of education and training services offered by schools and CETA programs. A Career Development Plan (CDP) is an instrument used by adults with youth in both education and employment settings for the purpose of integrating academic counseling and job placement, even when the services are delivered by different institutions. A CDP can be very similar to the Individualized Education Plan (IEP) required by PL 94-142 for all handicapped youth. This trend is evidence of the need for an individualized approach to career planning that facilitates articulation between school curriculum and job sampling/work experience.



What is being done...

* The CDP, developed by a tri-agency task force of NWREL, Portland Public Schools and the City of Portland, is in the long-range PPS career education planning for all high school graduates, rather than only for youth in CETA programs. (See Appendix E.)

* Young women entering the WINC project use the Career Development Plan as part of their intake so this initial assessment of their interests and experiences in both education and employment will lead to integrated services over the duration of the project.

What we're learning...

Barriers

* This instrument may demand such cooperation between counselors and work experience coordinators who traditionally have not coordinated their efforts.

* In spite of its usefulness, the CDP may be regarded by busy staff as "just another form to fill out" and by not discussing the information with the student, its value as an assessment and prescription tool is lost.

* Work experience coordinators and school counselors may feel uncomfortable if the other must "sign off" on the CDP.

Insights/Recommendations

* Keep career development plans relatively simple and short.

* Encourage staff to use the Career Development Plan as a counseling tool, to be reviewed and revised periodically in joint session with the student, so that it continues to be current and useful.

* Insure that the purpose and the procedures for using the Career Development Plan are very clear in the minds of responsible staff.

* Involve representatives from staff groups who will use the Career Development Plan in planning the actual design of the form.

ISSUE: ACADEMIC CREDIT

What it is...

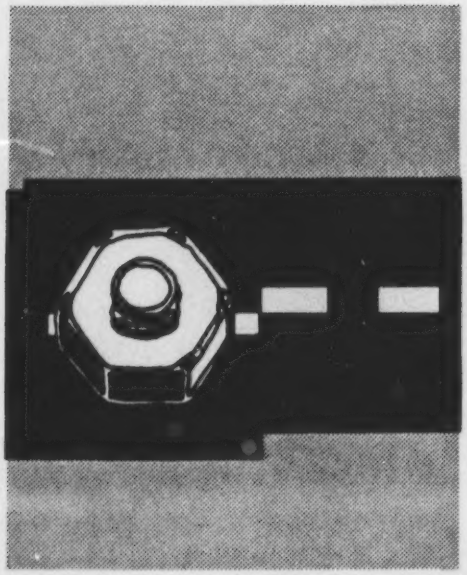
An important element of EBCE for disadvantaged youth is offering "required" academic credit, rather than elective or vocational credit, for job exploration and work experience. This creates new educational opportunities for youth who have not succeeded in traditional public school settings. Experiences on a job can motivate youth to learn the basic skills of reading, writing, math and communication by putting them into situations where they feel the need for such skills is clearly important. The youth service system traditionally has not been structured to integrate learning and earning. Traditionally we have not thought about what can be learned on a job in addition to the actual job skills. EBCE programs are analyzing jobs and translating the analysis into learning activities to meet the objectives of many high school academic subjects. This process puts academic credit for work experience on a par with more traditional styles of academic learning.

What is being done...

* Harbor City Learning EBCE offers credits in English, social studies and science, emphasizing connections with the career site experiences.

* CDTC analyzes work sites for academic and basic skill learning potential, and from this analysis the staff write academic and job-related activities for student learning projects.

* In the WINC project, experience on community job sites has motivated participants to go to school to learn the basic skills needed to pursue careers in which they have discovered an interest.



What we're learning...

Barriers

* It can happen that credit is offered for a work experience without careful documentation and evaluation of the learning that has occurred; careful monitoring will prevent this.

* Many youth employment programs have not had access to tools such as the Learning Site Analysis Forms (see Appendix H) to help determine learning potential at job sites and to aid in writing related curriculum activities.

* Non-educators may be apprehensive about the schools' willingness to cooperate in the granting of academic credit for employment experiences.

* Teachers may fear declining class loads if academic credit is offered outside the traditional classroom.

Insights/Recommendations

* Early in program development, both CETA and the local schools should work together with the appropriate state agencies in planning for the granting of credit.

* Describe work-related learning in educational as well as employment terms, possibly with a matrix showing how school district goals and employability program objectives can be met simultaneously.

* Use the Learning Site Analysis Form to assist program staff in translating work site experiences into learning objectives.

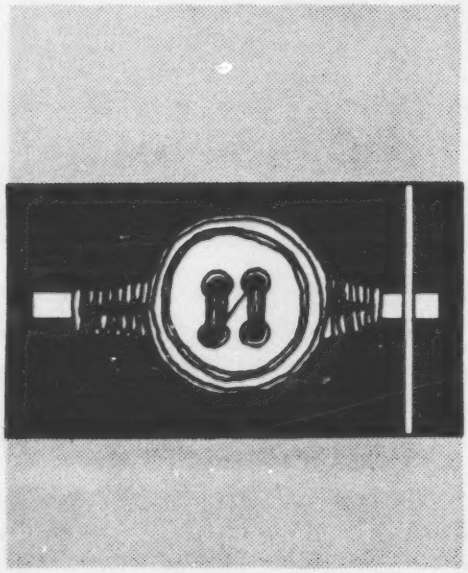
* Since some local districts may be resistant to awarding academic credit for experiences outside of a classroom, it may be necessary to give elective credit initially and then move toward a goal of required academic credit.

ISSUE: COMMUNITY INVOLVEMENT

What it is...

Recent community-based youth employment programs enjoy increasing success because of local community willingness to actively participate. Business and industry are now more personally involved in the preparation of youth for employment; they are not as willing to be passive recipients of ill-prepared young job seekers. Although some programs for disadvantaged youth begin with skepticism about community acceptance, we have seen that positive approaches, careful employer development (See Issue: Employer Recruitment and Development) and student accountability systems have resulted in programs that involve and impress the community in a number of ways. In addition to the traditional participation as guest speakers and field trip hosts, representatives of business and industry are essential voices in program policy through steering committees, advisory boards and planning councils. This very direct line to policy makers helps employers feel increased "ownership" of a program, which results in a very strong foundation of support. Students, too, benefit as their learning program is designed to respond to goals articulated by business/industry. This increases their chances for employment.

Another critical way that EBCE involves both the public and private sector is in providing structured experiences for students which result in learning as well as income; in doing so, these resource people function in the roles of instructors as well as employers, mentors as well as bosses.



What is being done...

* After CDTC staff recruit community people as instructors/employers, they help train the employer to contribute to the EBCE students' career development planning.

* Although not CETA-funded, when an EBCE program in Hawaii was in danger of closing with the end of federal funding, the local business community provided testimony to the legislature which resulted in passage of a special bill for continuation of the program.

* Both Indian and non-Indian staff of the Warm Springs Reservation have eagerly offered, without being recruited, to provide exploration and work sites for WSCEP youth.

* Members of the WINC Advisory Council not only have participated in recruitment of exploration sites, but have volunteered their time for support activities: seminars, workshops and panel discussions.

What we're learning...

Barriers

* As a greater number of youth programs use the business community, employers may not be clear about how each program is unique.

* Some staff feel that employers are too busy or that they want only to work with "good" kids, and that they resist youth who are potential or actual dropouts; evidence shows this to be untrue.

* Teachers may be reluctant to share with employers the authority to grant credits.

* School staff may feel that too much time will be necessary to cultivate and monitor employers/resource people.

Insights/Recommendations

* Approach community involvement with a positive attitude.

* Establish resources in the community by making personal contacts on a regular basis.

* Because of the increasing number of programs in the workplace, be clear about your own program expectations and goals.

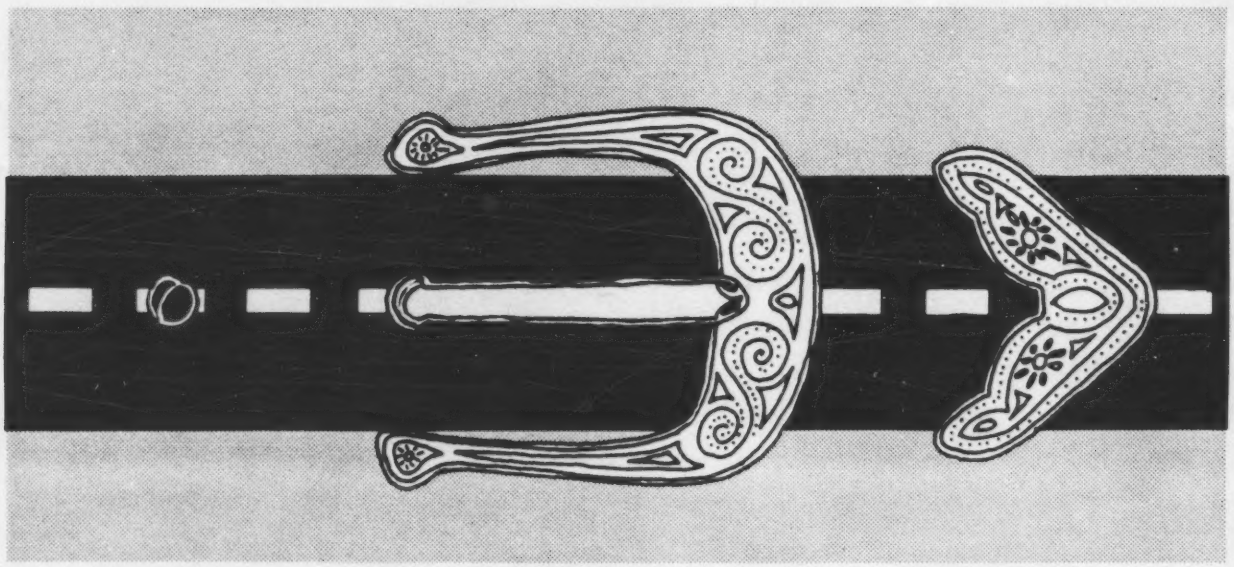
* Give genuine attention to and show appreciation for all efforts provided by employers and other community resource people.

* Monitor sites carefully to assure employers, youth and administrators of the quality of the program and your concern for its success.

ISSUE: SURVIVAL SKILLS

What it is...

Survival skills (see Appendix D for some examples) are adult competencies that are necessary for successful and independent living, such as how to use public agencies, how to prepare for and have a successful interview, how to balance a checkbook. They may not differ substantially from some of the knowledge and skills usually taught in high school; it is the performance-based demonstration of the skill that is unique. In EBCE programs, youth demonstrate survival skill proficiency not by writing about it or verbally describing it; rather they perform and are judged "competent" or "not competent" by a community person who is a recognized expert in that skill. For example, an officer in a community bank could certify student competence in balancing a checkbook. Some survival skills are appropriate for all of us, such as making application for a job, seeking redress for discrimination, budgeting money, registering to vote; other competencies will vary according to geography and local conditions.



What is being done...

* WSCEP staff have identified survival skills that are crucial to independent living on the reservation, such as making use of the Bureau of Indian Affairs and other public agencies on the reservation.

* Many exploration programs have a localized survival skill; for example, a youth might demonstrate that he/she can successfully use the public transportation system.

* WINC students are asked to demonstrate their proficiency in filling out job applications to personnel and affirmative action officers from local business and industry.

What we're learning...

Barriers

* Recruiting and orienting community certifiers requires that teachers be able to leave the school building and spend time in the community.

* Some schools are not ready to accept an employer or a community resource person in a role usually reserved for a certified teacher.

Insights/Recommendations

* Using community experts to certify survival skills is very effective as a motivator for youth who have had limited enthusiasm for learning from textbooks.

* Using community certifiers may require flexibility in the school schedule.

* To identify survival skills which are important locally, use the local employers, parents, and youth as an advisory council or task force.

ISSUE: EMPLOYER RECRUITMENT AND DEVELOPMENT

What it is...

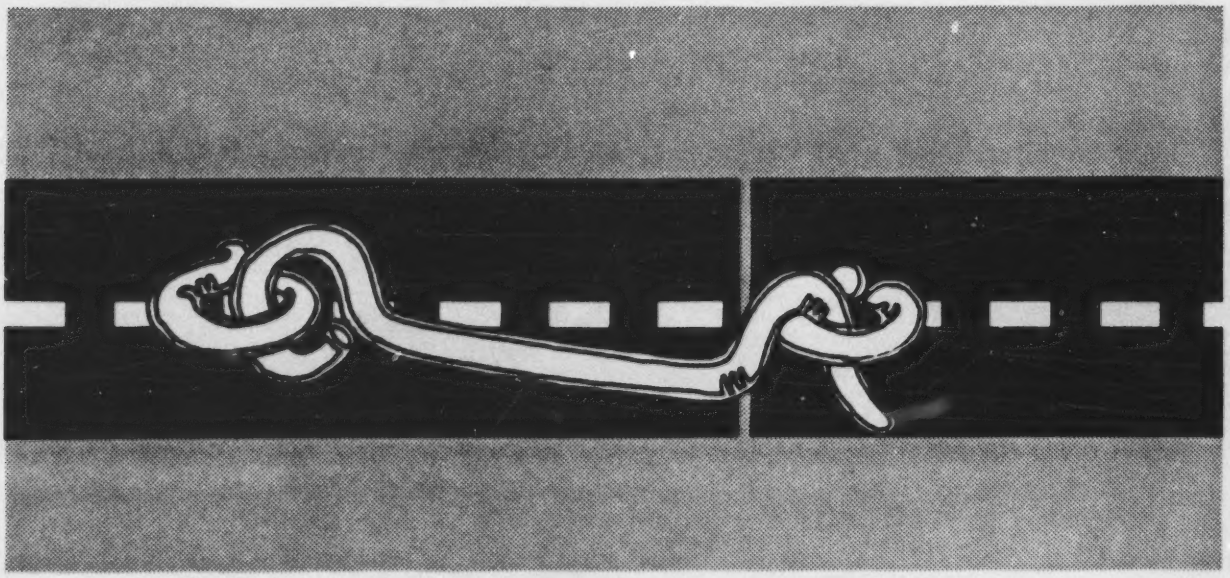
Employability programs need a large resource bank of community employers willing to offer their facilities as job exploration/work experience sites. Much of the appeal for employers is the opportunity to share their own expertise with youth and to help them in a short-term, noncommittal relationship. As new youth employment programs ask business people to assume new roles as instructors/employers, we must help these employers develop ways to share their expertise with youth who may have very special needs. The care and nurturing of a strong employer network through employer development efforts will serve several purposes:

1. Information sharing helps employers feel that they are part of a growing group of community people involved in youth programs.

2. Skill development helps employers acquire techniques to meet the special needs of youth in the program.

3. Problem-solving sessions allow employers to contribute to program development and policy direction.

Carefully planned activities for employer development are necessary for a program to thrive on a strong and active base of community support. NWREL has developed a Community Resource Person's Guide to help programs plan and deliver these services. (The guide is available from NWREL; see Appendix G for ordering.)



EMPLOYER RECRUITMENT AND DEVELOPMENT

What is being done...

* An employer hired a youth who was having difficulty and then planned appropriate job tasks so that the youth would be challenged as well as successful; the employer shared this experience with other employers so they, too, could realize the challenges and appreciate the rewards of offering these opportunities to disadvantaged youth.

* The WINC Advisory Council uses their expertise to develop ideas and their talents to help WINC staff deliver useful employer development activities.

What we're learning...

Barriers

* Employer recruitment and employer development require time and careful planning.

* New program operators may be reluctant to ask employers to participate for fear of disturbing their production flow.

* Employer schedules are often quite different from school schedules and this requires careful coordination.

* Employers may need encouragement to assume an instructor role; this requires sensitive technical assistance.

* Teachers unfamiliar with industry may tend to hold the business community at "arm's length" rather than see it as a useful resource.

Insights/Recommendations

* Help employers understand that their own natural enthusiasm for their job is a highly effective teaching tool for unmotivated youth.

* Each program/school involved in community-based career development should assign a staff person to maintain the school-community liaison.

* Give participating employers encouragement, support and recognition for their efforts.

* Involve teachers and employers jointly in determining the instructional strategies; this creates a shared enthusiasm for a collaborative program.

ISSUE: STUDENT RECRUITMENT

What it is...

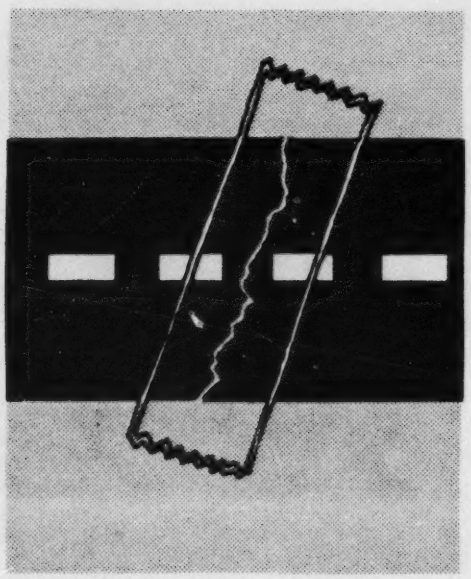
Student recruitment for many youth employment programs is governed by specific eligibility criteria based on income. This varies somewhat for different programs, and in some instances "non-eligible" youth may receive limited services. The eligibility criteria, their complexity and specificity, can cause frustration and resentment from school systems committed to equal education opportunities for all, from parents with children who don't quite qualify for the federal program but who still need a job and employability skills, and from the youth themselves who may want to be in a program, and could benefit, but whose parents earn just a little too much money. All of these feelings must be kept in mind as youth are recruited through the schools, through employment services, through youth-serving agencies or off the streets. Whatever procedures are used, recruiters must give potential clients a clear understanding of the program requirements and expectations so that early attrition and feelings of resentment can be avoided.

What is being done...

* WSCEP uses a highly personalized recruitment approach, taking recommendations from school staff and by visiting homes and parent conferences.

* CDTC moved away from a centralized recruiting service to handle the process on its own, thus assuring that students who choose to participate do so with a clear understanding of program requirements, expectations and benefits.

* Because of a lack of general career awareness, and a lack of interest in specific nontraditional jobs, WINC found it helpful to add to the recruiting process a brief orientation to nontraditional career opportunities.



What we're learning...

Barriers

* Since a new program can be seen as an added burden, some staff may not be eager to identify potential participants.

* When a program is new, recruitment is based on intangible potential rather than on a reality that students and teachers can see working.

* Competition among existing programs can complicate recruitment for a new program, with potential for rivalry.

* When initiating a new program that requires an evaluation design, the need to create awareness of the program in potential recipients may complicate required pretest data collection.

* Employability programs with income eligibility requirements can be subject to negative labeling.

Insights/Recommendations

* Recruiting by and in the school is extremely effective when it combines student interest, teacher/counselor recommendations, peer outreach and personal contacts with parents.

* Avoid implying that a new program is being developed because of a deficiency on the part of other school staff/programs.

* Publicize your success and use peer recruitment whenever possible. Enthusiastic participants are a very effective way to attract others to your program.

* In developing organized recruitment procedures, include careful explanations of program goals, expectations and eligibility requirements, so youth understand the commitment they are making.

ISSUE: STAFFING

What it is...

Without a capable and committed staff, even the best program concepts will not help youth increase their self-esteem and employability skills. We are asking employers to make new commitments and to take new risks as we develop innovative education and training programs. Since this can be more demanding than some traditional school situations or than regular worksite placement, not all adults want this new kind of challenge. Program success will be minimal without staff who are ready to learn new roles.

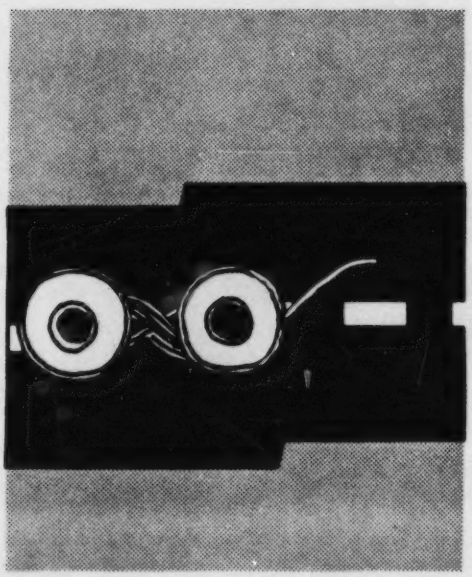
Two key EBCE staff roles are the Learning Manager, who individualizes career development planning and integrates it with academic and basic skill development for each student, and the Employer Relations Specialist, who recruits employers, analyzes job sites for learning potential and is a liaison between the employer and the Learning Manager or teacher.

What is being done...

* CDTC Project Director encourages the entire staff to play an active role with CETA and the schools in recruiting and interviewing new staff.

* WSCEP acknowledges the need for a committed staff who are also good role models by making every effort to recruit Native Americans.

* The Portland Public Schools teachers who are being trained to teach the WINC course have volunteered to do it, rather than having been assigned the additional responsibility.



What we're learning...

Barriers

* New projects often must start without adequate time for carefully selecting staff with the most experience and interest.

* Staffing of innovative programs is handicapped when those doing the hiring are not familiar with the skills required to carry out unique program strategies.

* Some teacher's unions and contracts have work hour restrictions that are not conducive to coordinating with the work hours of the business community.

* Staffing of special projects is increasingly complicated by declining school enrollment.

* School and CETA programs often have different pay and vacation schedules, which complicates coordinating mechanisms.

Insights/Recommendations

* The Project Director and the existing staff should be involved in hiring of new staff in order to assure better teamwork.

* Strong communication skills and ability to work in the education and the business community are important considerations in screening staff for a CETA/LEA youth program.

* Make prospective staff aware of any new or extra efforts required by the program so that they can knowingly accept or reject the position.

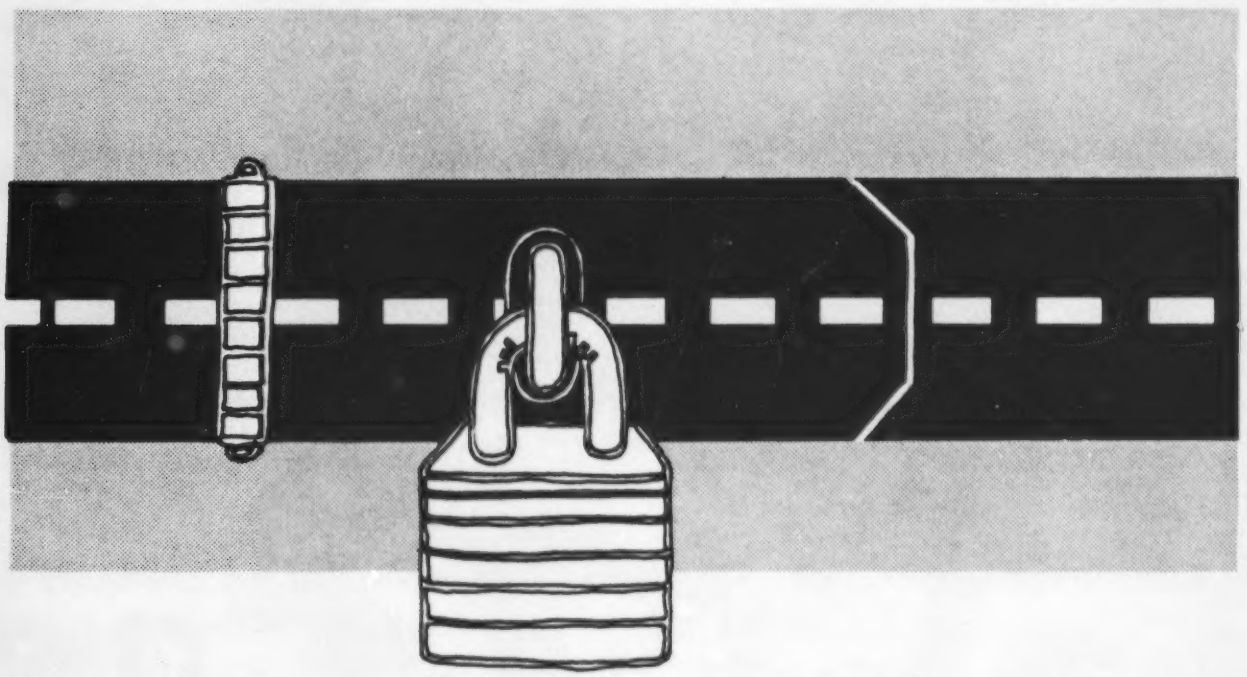
* See that staff assignments can accommodate time which does not fall within the normal school day, but does fall within business hours.

* Recruiting staff for a new project from within a school that is experiencing declining enrollment could help broaden the support base for a new program.

ISSUE: STAFF DEVELOPMENT

What it is...

Staff development and inservice training are essential components of any innovative project. With the emergence of more and more adaptations of EBCE for disadvantaged youth, it is essential that there be both preparatory (preservice) as well as ongoing (inservice) staff development. Preservice is necessary for people to feel well prepared to meet the demands of implementing a new program; inservice is equally essential because it keeps lines of communication open, reinforces the sense of team effort and provides a continuous source of new information/skills and resource sharing. This kind of staff development involves working with the staff, involving them in the process of defining project needs, helping to increase their awareness of project goals and objectives, building a sense of ownership of project goals and objectives and, most importantly, setting a tone which will facilitate cooperative effort and sharing of expertise.



What is being done...

* PPS has adapted, for primary and middle school staff, the successful WINC 16-hour inservice on sex role stereotyping and nontraditional career options.

* Based on a five-day intensive training session in the EBCE model, and ongoing staff training sessions of one or two days, CDTC has gathered a staff with diverse professional background and experience.

* As new staff are hired at CDTC, experienced staff act as resources in ongoing inservice and training.

What we're learning...

Barriers

* Staff inservice has an unfortunate reputation of being boring or a waste of time.

* Project timelines sometimes do not allow for preparatory staff development.

* Negotiated teacher contracts may allow very little time for ongoing staff development, unless project budgets include extended duty pay.

* Often, staff who are most willing to attend are not those in the greatest need of training.

* Staff development is frequently crisis-oriented rather than preventive.

Insights/Recommendations

* Innovative programs are strengthened by a staff training design that is consistently integrated with daily program operation, program needs and national trends.

* Use of employers in designing and delivering staff training facilitates the kind of collaboration that is important for the schools and business to understand each other's needs.

* Encourage teachers to volunteer to offer each other staff development sessions in the areas where they have expertise.

* Staff training should be participatory and experiential.

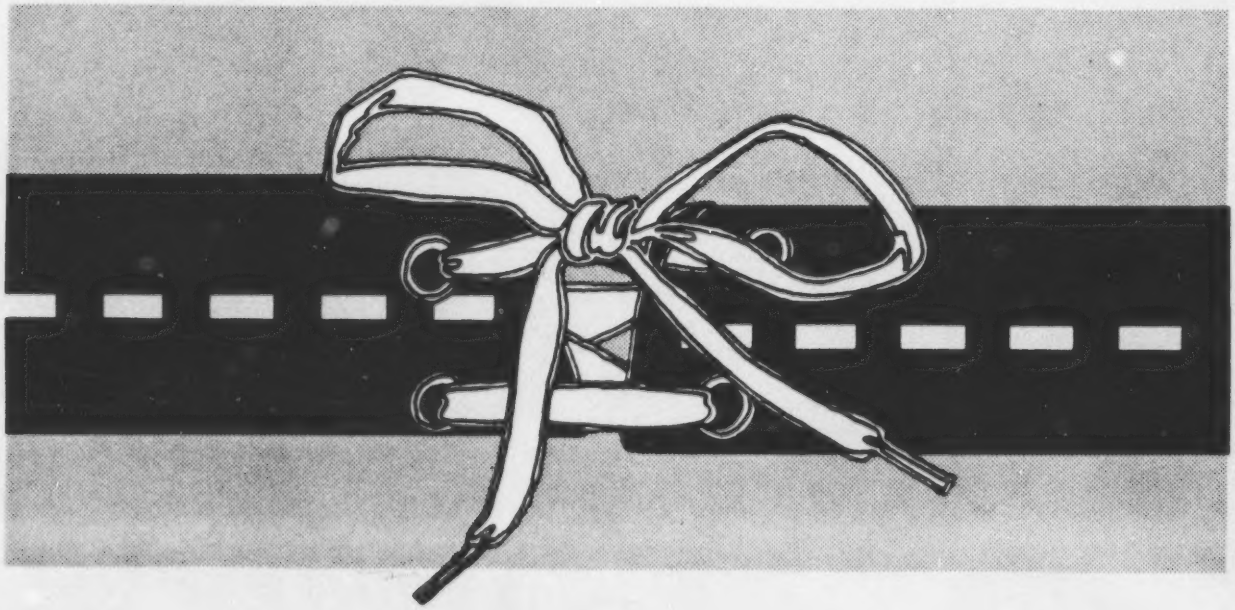
* Use student input to improve staff training.

ISSUE: INCREASING INSTITUTIONAL COMMITMENT

What it is...

Institutional commitment to new youth employment programs is crucial if they are to survive and become integrated into the ongoing educational system beyond the period of outside funding. Achieving local fiscal and administrative support, as well as community support, takes time and careful planning. Working toward philosophical and financial institutional commitment requires a conscious and directed effort. Patience and determination are key factors.

As we adapt EBCE to meet the needs of disadvantaged youth, we ask two questions that reach the heart of the commitment issue: "How much time is needed to test a program with this target population in order to collect measurable results and in order to gain the acceptance and infusion of the program into the local system?" And, "What does institutional commitment mean when two or more agencies are involved in a collaborative effort?" We continue to seek models to guide us in the identification of techniques that result in optimal institutionalization. More than ever, institutional commitment must be a major goal from the onset of a project so that strategies for its accomplishment are present in every stage of implementation.



INCREASING INSTITUTIONAL COMMITMENT

What is being done...

* CDTC expansion to additional schools is a reflection of growing local school commitment to CETA/EBCE and an indication of increased promise of shared funding.

* As a result of WINC training for local staff to offer sex-fair career counseling and nontraditional career exploration, PPS will be able to continue offering assistance to young women considering nontraditional careers.

* The local school district (LEA) looks to WSCEP (CETA) for guidance as they develop a similar program model that the local high school can add to its curriculum.

What we're learning...

Barriers

* Short funding cycles of many federal programs may not allow sufficient time for a school district to evaluate the success of and infuse a program into a system.

* Decreasing enrollment in schools and shifting national priorities may result in reluctance to fund new programs.

* Starting a new program can require at least one fiscal year to allow time for reallocation of money and/or re-structuring of other programs to accommodate a new one.

Insights/Recommendations

* Believe in institutional commitment from the beginning and set reachable goals that include time for establishing a track record.

* Keep decision makers and policy-makers informed by encouraging them to visit your program and to talk with other program leaders who have achieved successes.

* Publicize your successes through local media, business organizations and established school district channels.

* Conduct an evaluation so you can show how the program makes a difference for youth.

* Including representatives from participating institutions as you establish project goals will enlarge the cadre of those who feel "ownership" and pride in the project.

* Create a broad-based community support group or advisory council and actively involve them in planning.

* Work to get new strategies, such as community-based explorations, assimilated into regular, ongoing curriculum offerings, rather than allowing them to remain as an "extra" or nonessential activity.

Appendices

Appendix A

Glossary of Acronyms

CBO	Community Based Organization
CETA	Comprehensive Employment and Training Act
CDTC	Career Development and Training Center, Upland, PA.
CDP	Career Development Plan
DHEW	Department of Health, Education and Welfare
DOE	Department of Education
DOL	Department of Labor
EBCE	Experienced-Based Career Education
EDP	Employability Development Plan
HCL	Harbor City Learning, Baltimore, MD.
HRB	Human Resources Bureau
HRDI	Human Resource Development Institute
IEP	Individualized Education Plan
LEA	Local Education Agency
LM	Learning Manager
NEBCEA	National Experience-Based Career Education Association
NIE	National Institute of Education
NWREL	Northwest Regional Educational Laboratory
OJT	On-the-job training
OYP	Office of Youth Programs, DOL
PDC	Portland Development Commission
PJCC	Portland Job Corps Center
PL94-142	Public Law 94-142
PPS	Portland Public Schools
SDE	State Department of Education
USOE	United States Office of Education
YEDPA	Youth Employment and Demonstration Projects Act
YETP	Youth Employment and Training Program
WINC	Women in Nontraditional Careers
WSCEP	Warm Springs Career Exploration Project

Appendix B

EBCE Time Line

Year	Funding	Activity
1971-72	NIE	National Institute of Education contracted with NWREL for research and feasibility studies to determine alternative approaches to respond to U.S. Commissioner of Education mandate for experiential and community-based career education
1972-75	NIE	EBCE model developed by NWREL in Tigard, Oregon. Demonstration process included prototype design, daily operation with ongoing documentation, evaluation, development of handbooks and replication planning.
1975-76	Local/NIE	Based on success of demonstration site, six pilot sites in the Pacific Northwest, Alaska and Colorado offered local funding to test EBCE in return for NWREL training and technical assistance.
1976-77	USOE/local	USOE offered competition through the Vocational Education Act Part D for schools to install EBCE programs. NWREL offered training and technical assistance to numerous sites across the country.
1977-present	Local/state/ federal	The National Experience-Based Career Education Association was established with a Board of Directors and yearly conventions. Adaptations of EBCE strategies are being used for gifted and talented junior high students, migrant youth, handicapped youth, economically disadvantaged youth, mid-career adults, reservation and nonreservation Indian youth.

Appendix C

EBCE Essential Characteristics

1. EBCE is an individualized program:

    a. It includes ongoing staff assessment of student needs, interests and abilities in basic skills, life skills and career development.

    b. Students actively participate in the assessment process.

    c. All student work allows for individual negotiation between student and staff.

    d. Ongoing assessment of performance and progress is integrated with past experience as well as emerging career development plans.

    e. Accountability is set with clear standards of performance based on individual needs.

2. EBCE is a community-based program:

    a. It includes a systematic and consistent mechanism for employer/community input into program planning and operation.

    b. An Advisory Council takes an active role.

    c. Employers and community members serve as resources for student learning as well as providers of job experience.

    d. Employers are given assistance in their new role as instructors

3. EBCE is an experience-based program and is built from experiences of adult role models/mentors:

    a. Active, realistic, lifelike learning activities are provided for all students.

    b. Students assume increasing responsibility for managing their own time and daily activities.

    c. Student learning is structured with priority given to primary resources (people, events) rather than secondary resources (textbooks, traditional courses).

d. Work experience in the community is the primary context for student learning.

e. Work experience sites are systematically analyzed so staff and students can take full advantage of learning potential.

4. EBCE is comprehensive and integrated:

a. Program requirements and processes merge relevant high school requirements with individualized career development plans.

b. Completion requirements are clear and consistent with program goals and local graduation requirements.

c. Curriculum integrates basic skills, academic skills and survival skills with career development and job experience.

d. Survival skills are performance-based coping skills that are locally relevant for independent adulthood.

e. Student learning activities reflect curriculum areas that are interrelated rather than taught separately.

5. EBCE places a major emphasis on career development for all students:

a. Provision is made for different types and levels of learning situations.

b. Students are with employers in the community to <u>learn</u> about careers as much as to <u>earn</u> money.

c. Students are required to gather information about themselves and the work world and apply this information to career decision-making.

d. Students are encouraged to reflect on experiences and evaluate their own strengths, weaknesses and career progress.

Appendix D

Thirteen Survival Skills from the NWREL EBCE Demonstration Model

1. Transacting business on a credit basis
2. Maintaining a checking account
3. Providing adequate insurance for oneself, family and possessions
4. Filing state and federal income tax forms
5. Budgeting time and money effectively
6. Maintaining good physical health and making effective use of leisure time
7. Responding appropriately to fire, police and physical health emergencies
8. Participating in the electoral process
9. Understanding the basic structure and function of local government
10. Explaining personal legal rights
11. Making appropriate use of public agencies
12. Making application for employment and successfully holding a job
13. Operating and maintaining an automobile

Appendix E

CAREER DEVELOPMENT PLAN

I understand that this Career Development Plan will help me, my Work Experience Coordinator and my Counselor identify a career that would interest me.

Name_____ Grade_____ Age_____ Date_____

School_____ Counselor_____

1 Things I have done to start thinking about a career:

__thought about the difference between a job and a career
__talked to a person in a career I'm interested in
__filled out a job application
__discussed jobs with: __my parents/guardian/family __friends __teacher
__taken career related field trips to _____
__acquired a Social Security card/work permit
__taken a career interest survey: __Kuder __Job O __Needlesort __Other:_____
__taken a career aptitude survey: __GATB __ASVAB __DAT __Other:_____

2 My high school courses that will help me in a job or career: Please circle the letter *A*, *B* or *C* (*A = classes already taken, B = classes I am taking this school year,* and *C = classes I plan to take*). You may circle more than one letter for any course.

A B C Typing	*A B C* Metals	*A B C* Commercial Foods	*A B C* Personal Finance
A B C Bookkeeping	*A B C* Building	*A B C* Dental Assistant	
A B C Shorthand	*A B C* Construction	*A B C* Medical Assistant	*A B C* Health
A B C Business Office	*A B C* Woodshop	*A B C* Child Care	*A B C* Drama
A B C Machines	*A B C* Drafting	*A B C* Psychology	*A B C* Math
A B C Electronics	*A B C* Auto	*A B C* Communications	*A B C* English
A B C Other_____			*A B C* Science

My favorite classes so far in high school are: _____

_____

3 Jobs I've had: How long I've had them:

_____ _____

_____ _____

_____ _____

Ones I liked: _____

...because _____

Ones I didn't like: _____

...because _____

Some skills I have learned: (ex. typing, selling, fixing cars, welding) Where I learned them: (ex. school, family, friends, self)

_____ _____

_____ _____

_____ _____

_____ _____

4 Some experiences I've had that were important to me but that don't fit under "SCHOOL" or "WORK" (ex. volunteer work, vacation trips, hobbies): _____

_____

_____

5 In my everyday activities, I naturally do some things well. They are: _____

_____

_____

6 Things I dislike are: _____

_____

7 I think I would enjoy a job where I could:

__work with my hands
__build things
__fix things
__organize materials
__plan ideas
__other:_____

__work alone
__work with others
__meet new people
__supervise others
__report to someone else
__solve problems

__give advice
__be outdoors
__be physically active
__be of direct service to others
__earn big money

8 I have thought about a career goal: __Yes, my career goal is _____.

__No, I am not sure about my career goal.

9 I know jobs are available in many areas. Some of these areas are food service, sales, office, child care, health care, auto, electronics and so on.... There are many more to choose from. Based on my experience, my skills and my interests, I would now like to apply for a job.

1st choice: _____ 2nd choice: _____

(If you're not ready to choose a job, ask your Work Experience Coordinator for help.)

My 1st choice will let me do what I checked above in item #7. __Yes __No

My 1st choice will help me:

__learn more job skills
__learn more about my hobbies and interests
__see what it's like to work
__earn money so I can _____
__work toward my career goal

_____
Student signature Date

FOR OFFICE USE ONLY:

The student and I have discussed this CDP and have agreed on a job placement beginning _____.

job_____ site_____

_____
Work Experience Coordinator signature *date*

Related school/training:_____

Copies to: Work Experience Coordinator
Counselor
Student
YCTS area office

The student and I have discussed this CDP and it is relevant to his/her career and educational goals.

_____
Counselor signature *date*

Appendix F

Examples of CETA/EBCE Connections

Program Title:	Career Development and Training Center
Address:	700 Upland Avenue, Upland, PA 19015
Contact Person:	Mr. Ira Warnick, Project Director
Program Title:	Harbor City Learning Center/EBCE
Address:	100 West 23rd Street, Baltimore, MD 21218
Contact Person:	Mr. Harry Bosk, Cluster Coordinator
Program Title:	Portland Job Corps Center
Address:	1022 S. W. Salmon, Portland, OR 97201
Contact Person:	Mr. Larry Denny, Education and Training Director
Program Title:	Warm Springs Career Exploration Project
Address:	Confederated Tribes of the Warm Springs Reservation Warm Springs, OR 99761
Contact Person:	Mr. Charles Calica, Tribal Education Director
Program Title:	Women in Nontraditional Careers
Address:	Northwest Regional Educational Laboratory 300 S.W. Sixth Avenue Portland, OR 97204
Contact Person:	Ms. Andrea Hunter, Project Coordinator

Appendix G

EBCE Materials and Services

Many resources are available if you want to know more about EBCE or if you are planning and/or operating your own program.

Contact the Education and Work Program, Northwest Regional Educational Laboratory, 300 S.W. Sixth Avenue, Portland, Oregon 97204 for information on the following activities and materials.

For awareness and program analysis:

- EBCE Awareness Session--A two- to four-hour personal presentation that explains the EBCE concepts/strategies and describes adaptations for student populations with differing needs. Audience: anyone who wants to find out what this educational alternative is all about.

- EBCE Program Overview Brochure--Briefly describes various aspects of the EBCE program. 12 pp. First ten copies free. Additional, 20¢ a copy.

- Filmstrip Presentation #1: Introduction to EBCE-- A 17-minute color filmstrip that provides a general description of the concept of EBCE and introduces general strategies and goals of the program (available on loan at no cost or for purchase at $30.00). It does not illustrate the many new adaptation and application possibilities.

- Filmstrip Presentation #2: EBCE Learning Strategies--A 17-minute color filmstrip that provides a description of the curriculum and learning strategies of the EBCE program as seen through the actual experiences of one student in the original program (available on loan at no cost or for purchase at $30.00). It does not illustrate the many new adaptation and application possibilities.

- Program Analysis Session--a one- to two-day session that explains the key issues in a program, many of which are in this guide, in sufficient depth to facilitate an informed decision about adapting all or parts of EBCE in a local education or employment program setting. Audience: decision makers such as school administrators, CBO directors, CETA Prime Sponsors, SDE officials, directors of career education and special programs.

For planning and training:

- Program Planning Session--A two to- three-day workshop to help program planners understand the issues, their barriers and recommendations, and the tasks necessary to prepare the education and employment staff, the employers and the students. Results in timelines, task assignments and budgets. Audience: administrators and operating staff who are responsible for planning and initiating the program.

- Staff Training and Technical Assistance Sessions--Workshops to prepare local staff to work with students and employers on a daily basis and to design and conduct any necessary evaluation and support program operations once underway. Audience: staff who work directly with students and employers.

- EBCE Handbooks--A set of five handbooks describe from start to finish the processes for planning and operating an EBCE program. Because they were compiled as reference resources, we recommend accompanying planning and training sessions. The five handbooks are: Management and Organization, 294 pp.; Curriculum and Instruction, 636 pp.; Employer/ Community Resources, 303 pp.; Student Services, 368 pp.; Program Evaluation, 165 pp. Five Vols. $150.00 set.

- Project Ideabook: Sample Student Projects Using the Community as a Learning Resource--A sourcebook for project ideas; introduces a project format for designing learning activities that are problem-centered, interdisciplinary and built around student experiences at community sites. Contains over 50 sample projects. 350 pp. $24.00.

Contact the Laboratory's Office of Marketing, 300 S. W. Sixth Avenue, Portland, Oregon 97204 to order the following reference and student materials:

- Experience-Based Learning: How to Make the Community Your Classroom--A professional guide book for use by teachers, job counselors, work experience coordinators, curriculum planners and any staff serving youth in courses or programs that integrate education and work. Demonstrates experience-based learning techniques as a workable approach to individualized vocational explorations. Emphasizes how career development, academic development and basic skills development are effectively combined to supplement other positive goals of high school education, how these strategies actually motivate youth, how to recruit and use the public and private business community, as well as how staff/students/community can work together to manage the process. Offers immediately usable curriculum ideas applicable to English, social studies, mathematics, science, art and other subject areas. Includes more than 25 student learning projects and an extensive bibliography. 260 pp. $11.50 Postage included.

- The Community Resource Person's Guide for Experience-Based Learning--Tells employers about how they can help young people gain employability skills as well as actual employment. Explains strategies of experience-based learning and the many ways employers can participate. Contains short, straightforward suggestions to help employers offer and support creative learning opportunities for students. 24 pp. $1.75 Postage included.

- Student Competencies Guide: Survival Skills for a Changing World--Helps youth acquire some of the basic coping skills they will need as adults, such as income tax filing, handling a bank account, using public agencies, etc. Explains how the business community as well as program staff can participate in approving and certifying performance of each competency. Offers ways for a program to help the local community identify those survival skills most appropriate for their youth. 44 pp. consumable. $2.75 Postage included.

- Student Record of Community Exploration--A series of activities in a prepared folder to help youth match their abilities and interests with relevant occupational information that they gather. Includes activities about sex role stereotyping, career ladders and work values as well as specific job requirements. 24 pp. consumable. $2.25 Postage included.

- Student Guide to Writing a Journal--Encourages self-reflection about experiences and life goals. Builds dialogue between the student and adults. 16 pp. consumable. $2.24 Postage included.

*All prices quoted in this document include shipping and are subject to change without notice.

APPENDIX H

experience-based
career education

LEARNING SITE ANALYSIS FORM

Portland Public Schools/HRB/PDC/ACD & JCATC
COMMUNITY SITE

Emergency Home Repair
DEPARTMENT/POSITION

ADDRESS/PHONE

COMMUNITY INSTRUCTOR

SCHOOL STAFF

DATE

MAJOR TASK Basic Framing - Diagnosis

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
1. Make an evaluation of the physical condition and needs, such as dry rot, overspan, floors, joist, caulking or painting. [X]	Applied: Measurement of surface edge and width of steps to see if it meets codes. Some calculating in writing and/or interpreting written job orders. Fundamental:	Applied: Code books Fundamental:
2. Write up an accurate job order and compare it to the Portland Development Commission work order. [X]	Applied: Do accurate measuring and ordering for amount of paint, nails, caulking, etc. for bill of materials - gallons of paint - lbs. of nails - sq.ft. of plywood *continued below* Fundamental:	Applied: Catalogues Code books Manufacturer's recommendation for materials Instructional materials, such as texts Fundamental:
[ ]	Applied: - bd.ft. of lumber - linear ft. of trim - sq.ft. of roofing and siding - cubic yd. of concrete - sq. yd. of floor covering - sq.ft. of insulation Fundamental:	Applied: Fundamental:
3. Draw up plans for proposed jobs. [X]	Applied: Accurately draw to scale, using (Architect's scale) ruler, etc.; include an explanation of the scale. - basic functions - fractions Fundamental.	Applied: Instruction texts Read other people's sketches, drawings Fundamental:
4. Receive materials and check to see if all is there and assess skills and abilities of work force. [X]	Applied: Basic calculations started above. Rely on some estimation of stacks of wood, gallons of paint, etc.	Applied: Read invoice

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: How to say tactfully, "Your whole house is falling down, lady!, but we'll fix it." Interpreting PDC work order and explaining to others the specific tasks required Fundamental:	Work order vocabulary Determining whether to replace or repair	How do state/federal building codes determine the content of a work order? [Social Studies] How does home improvement impact the neighborhood dwellers? What is urban renewal and what are some results? (Sociology)
Applied: Accurately write up the specific job order. Verbally justify the order by citing evidence. Write up order and bill of materials and indicate who it should be sent to for decisions and payment.	Make labor calculations, i.e., how many laborers for how many days.	When is a building permit needed? How is a building permit secured? [Citizenship, Local Government] Exercising judgment based on experience. [Critical Thinking]
Applied: Fundamental:		
Applied: Free-hand sketching can be useful if drafting materials and/or skills aren't available. Fundamental:	International language of engineering and architectural drawing Basic drafting	Layout and design of a plan [Creative Development, Art, Drafting]
Applied: Summarize receipt of materials and briefly state that either it's all there or what's missing if it's not all there. Write a report of materials missing if appropriate.	Accurate estimation of whether job can proceed based on materials, work force, and written plan.	Physical fitness and nutrition will be important as materials are received, carried, stacked and used. Physical characteristics of tolerance to weather, etc. [Health, P.E., Science]

MAJOR TASK Basic Framing (Ex: Porch Repair)

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
1. Dismantle existing structure. [X]	Applied: Fundamental:	Applied: Read job order and plans. Fundamental:
2. Pour concrete footings. [X] - Build forms. - Shovel the mud. - Implant accessory hardware.	Applied: Measure surface to cover & then calculate how much concrete to order or to mix. *cubic yards Measure & cut lumber to contain concrete *board feet Calculate layout for accessory hardware *geometry-"3-4-5 rule" Fundamental:	Applied: Read cement sack instructions. Reading any directions on accessory hardware packages Fundamental:
3. Frame the posts and beams that support the floor and steps. [X] - Put beams on posts and attach to wall with joist hanger brackets. - Attach stair jacks between beam down to footings.	Applied: Measure for level line on wall to assure that all beams & joists are at same level. Basic measuring for cutting wood. Calculate number of stairs, what size for within a certain distance. *ratios & relationships *fractions Fundamental	Applied: Visual reading of level Fundamental:
4. Build floor and steps. [X]	Applied: Measuring and premarking Fundamental.	Applied: Manufacturer's instructions on how to apply plywood. Read grade stamps, usually on best side up. Fundamental:
5. Estimate the commercial value of repairs made. [X]	Applied: Totalling cost of materials, labor hours spent, hypothetical hourly wage, etc. *basic functions *fractions	Applied: All invoices, work records, PDC forms

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: Listening to and following instructions. Giving and relaying instructions. Fundamental:	Safety Discretion about what to throw out and what to save	Ecological disposal and/or saving of materials [Science] Establishing goals and following through on a task [Personal Development, Psychology]
Applied: Telephone techniques if more of anything needs to be ordered. Clear communication with person at other end of the tape measure.	Coordinating actions and working well as a team Pounding, sawing, hammering, level, brace Appropriate building terminology Hand-eye coordination	Chemical analysis of cementing process [Science]
Applied: Cooperating with and relating to others working on same task Fundamental:	Drills, levels, plumb-bob; look for "crown" and place crown side up. Speed of work is important when working on a contract basis.	Investigation of wood products industry, etc. [Science] Looking into recent trends of conservation, wood products, etc. [Ecology, History, Studies of the Future]
Applied: Cooperating relationships during construction. Written communication of task completion. Fundamental:	Determine size and grade of plywood for floor. Know what each grade means.	Study of weatherization of building materials for prevention of decay [Science]
Applied: Relate this written information to the appropriate party.	Contracting Financing Billing	Handling confidential information [Citizenship, Psychology]

MAJOR TASK

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
☐ Other possible major tasks: 1. Foundation work 2. Doors and windows 3. Drywalling 4. Countertops and cabinets	Applied: Fundamental:	Applied: Fundamental:
☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied: Fundamental.	Applied: Fundamental:
☐	Applied:	Applied:

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: Fundamental:		
Applied:		
Applied: Fundamental:		
Applied: Fundamental:		
Applied:		

APPENDIX I

Site Information for Student Community Exploration

To be completed by the community resource person in preparation for a student's exploration of that person's job and workplace.

Marvin's General Contracting
Community Site

Carpentry
Job/Department

Address/Phone

Resource Person

School Staff Contact

Date

Supplementary Material for
Experience-Based Learning:
How to Make the Community Your Classroom

SPECIAL CONDITIONS

Physical Requirements

Please check or enter descriptions of those requirements that apply to your work:

x Heavy lifting beams, concrete

x Carrying beams, roofing bundles 80 lbs ea. etc.

x Stooping and crawling--underneath, attics

X Standing long periods all day long

no Sitting long periods No! Zero!

no Special voice qualities

no Tolerance for noise State Dept. of Health req. ear protection-- pbulished by state - equivalent to federal OSHA

no Special appearance

? Tolerance for odors

no Driving ability

Please list any other special physical requirements tolerant to extreme weather conditions with physical preparation

Clothing, Equipment Requirements

no Driver's license yes Hard hat yes Coveralls yes Rain, foul-weather gear

X Uniform safety boots or shoes

x Other carpenter's belt is recommended

Safety Conditions

Please describe special safety restraints or conditions at your job site:

OSHA state equivalent (state safety manual)

TOOLS, MATERIALS AND LEARNING RESOURCES AVAILABLE FOR STUDENT USE AT THE SITE

Tools unique to this job:

12' tape
cross cut saw
rip saw
28" level
screw drivers
nail sets
putty knife
chisel
2' pry bar
flatbar
combination square
chalk box
catspaw
utility knife
pliers

Precision instruments:

builders transit
plumb bob
level
miter

Work samples and materials:

all of above

Heavy equipment:

Office machines (typewriters, calculators, adding machines, etc.)

caluclator could be useful

Audiovisual materials (films, tapes, slides, video tapes) and equipment (projectors, recorders, cameras) the student might use:

perhaps photography for promotion

Special classes the student might be able to take:

blue print reading
surveying
apprenticeship programs are all possibilities for the student

READING MATERIALS CHECKLIST

Which of these are available to students at your site?

- [x] Job application forms
- [x] Notices and signs on job site
- [x] Forms (order forms, invoices)
- [ ] Catalogs
- [ ] Brochures or printed advertising
- [x] Manuals and written instructions
- [ ] Schedules or lists
- [ ] Account statements
- [ ] Letters, memos, notes (a sampling)
- [x] Reports, pamphlets or articles in publications
- [ ] Telephone lists or lists of extensions
- [ ] Address lists
- [x] Labels or writing on packages
- [x] Union contracts
- [ ] Personnel tests regularly administered
- [x] Any other specific work-related materials
- [ ] List others

"Uniform building code"

Stock catalogues

Plans and blue prints

Using the list above as a reference, select <u>three</u> pieces of written material you feel must be read in order to do the job satisfactorily.

Uniform Building Code!

BASIC SKILLS ASSESSMENT

COMMUNICATIONS SKILLS

Describe three communications tasks essential to satisfactory performance of the job the student will be exploring. Describe the tasks below.

Your role will be to help the student understand these tasks and how they are used in your work. As the student tries to perform these tasks, evaluate the student's efforts. Indicate whether or not the student can perform the tasks and then sign the student's copy of the Exploration Record.

Description of tasks:

1.

2. **(See below)**

3.

If you cannot readily think of three job tasks using communications skills you may wish to use the following as examples:

1. *Student will copy vocabulary list from page 8 of this Site Information form and, at completion of exploration, explain the meaning of each term to the satisfaction of the resource person.*

2. *Student will demonstrate the ability to read and use a telephone message form by accurately recording in writing a telephone message for someone.*

1. The student will demonstrate that he/she can read the PDC work order and summarize the proposed job to the entire group of workers to the satisfaction of the instructor.

2. The student will demonstrate the ability to read and accurately follow the directions on a bag of cement or other similar building materials.

3. The student will display the skills to work cooperatively with another student and/or supervisor on a given task that demands interpersonal communication.

BASIC SKILLS ASSESSMENT

MATHEMATICS

Select five mathematics tasks essential to satisfactory performance of the job the student will be exploring or typical of work done regularly in that job. Describe the tasks below.

Your role will be to help the student understand these tasks and how they are used in your work. As the student tries to perform these tasks, evaluate the student's efforts. Indicate whether or not the student can perform the tasks and then sign the student's copy of the Exploration Record.

Description of tasks:

1.

2. (See below)

3.

If you cannot readily think of job tasks using math skills, you may wish to use the following as examples:

1. *The student will demonstrate the ability to identify by sight a half-inch wrench.*

2. *The student will figure out how much is 37 percent of $500 (with 100 percent accuracy).*

1. The student will estimate to within 10 sq. ft. how many square feet of carpeting is needed to cover 3 specified rooms in a house.

2. The student will calculate how much siding is needed to cover a roof that is 24 ft. at the base with a 4/12 pitch.

3. In a repair job replacing 2 x 4's the student will accurately measure how many board feet will be needed to cover a 10' x 8' wall area.

SPECIAL VOCABULARY

List any special vocabulary a person needs in order to perform this job. It will be the student's responsibility to find the meanings of these terms before leaving your site.

1. insulation
2. weatherization
3. sub-standard
4. install
5. building permit
6. rehabilitation
7. restoration
8. joist
9. work order
10. bill of materials
11. invoice
12. purchase order
13. inspection
14. leverage
15. fulcrum
16. tongue and groove
17. drywall
18. apprenticeship
19. journeyman
20. commercial value